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ABSTRACT

The primary objectives of this study were to learn why individuals enroll, discontinue attendance, and remain in part-time adult education (PTAE) courses. Populations within the study were 2,429 enrollees, 303 dropouts, and 1,559 persisters in the Vocational, Technical and Adult Education (VTAE) system and 223 enrollees, 5 dropouts, and 149 persisters in the University of Wisconsin (UW) Extension system. Questionnaires were administered in three phases, to enrollees, to dropouts, and persisters. Some conclusions were: (1) The primary reason for vocational participants to enroll in the PTAE program was "to perform better on the job" and the least significant reason was "preparation for a second part-time job," (2) UW Extension enrollees entered primarily "to become better citizens" and, like the vocational participants, their least concern was "preparation for a second part-time job," (3) Almost one-third of the vocational dropouts indicated a "work schedule conflict" as their reason, and (4) Vocational system persisters expressed stronger favorable attitudes toward their courses in the areas studied than did the UW Extension persisters. The questionnaire and 18 tables are included. A related document is available as VT 010 185. (JK)

ED037545

Report Of 1967-68 Adult Education Survey

RESEARCH
COORDINATING
UNIT

WISCONSIN BOARD OF VOCATIONAL,
TECHNICAL AND ADULT EDUCATION
C. L. Greiber, State Director

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SURVEY OF ADULT EDUCATION PARTICIPANTS

VOCATIONAL AND U.W. EXTENSION STUDENTS

A descriptive study of adult participation in selected part-time adult education courses during 1967-68 in the Wisconsin System of Vocational, Technical and Adult Education and University of Wisconsin Extension.

By Research Coordinating Unit

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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WISCONSIN BOARD OF VOCATIONAL, TECHNICAL
AND ADULT EDUCATION
Madison, Wisconsin
C. L. Greiber, State Director

1969

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INTRODUCTION

This is a descriptive study of adults in the State of Wisconsin who participated in part-time adult education courses, during 1967-68, in either the Vocational, Technical and Adult Education (VTAE) or the University of Wisconsin Extension (U.W.-Ext.) System. This study evolved from a desire to compare and substantiate data of an earlier study conducted in the Spring of 1967.

Vocational, Technical and Adult Education schools which participated in the 1967-68 survey are located in the Wisconsin communities of Cudahy, Eau Claire, Janesville, Madison, Oconomowoc, Port Washington, Racine, Shorewood (Milwaukee area), Waukesha, Wausau, and West Bend. The University of Wisconsin Extension schools offered their classes at Green Bay, Janesville, Madison, Racine and Wausau.

The primary objectives of the study were to learn: (1) Why individuals enroll in part-time adult education courses? (2) Why students discontinue attendance in the part-time adult education courses? and (3) What are the given reasons for persons completing or persisting in a course to completion? A comparative instrument analysis was made at each objective level between student enrollees in the common geographic areas of four communities: (Janesville, Madison, Racine, and Wausau).

RELATED FINDINGS

Dickinson and Verner in their study of ''Attendance Patterns and Dropouts''[1] report that both length of course and subject matter content accounted for differences in attendance patterns. General interest courses and those

having ten sessions or less had greater holding power. Thus, as general interest courses are shorter in length, the two factors related to holding power became mutually supportive. Demographic factors of being older or a married housewife with children indicate a persistent attitude toward continued attendance, whereas the dropout has been typified as a younger adult or single student. The above findings have been substantiated in a report ''Patterns of Attendance In Adult Night School Courses'', by Verner, Coolie, & Neylon.(2)

Alan Booth performed a meaningful study on the non-participant in adult education. His observations could serve as a basis for developing ways to attract new student clientele. The findings, which have been developed using Canadian resources, displayed the following adult non-participant demographic results: (1) more females were inactive than males; (2) there was less participation from both groups who attended high school and did not graduate and those attending college but did not receive diplomas; (3) a non-participant attitude prevailed within both rural and non-white enrollees as contrasted to their urban and white student counterparts; and (4) the age-sex categories of females, 30 years and over, and male, 20-29 years, indicated a high degree of non-participation.

METHODOLOGY

Populations within the study for the VTAE system were 2,429 enrollees, 303 drop-outs and 1,559 persisters. The U.W. Extension center system population included 223 enrollees, 5 drop-outs, and 149 persisters. The initial phase (A) of the instrument was administered to the students

between the second and fourth week of the course. (See appendix for instruments administered). The questionnaire was developed to measure whether or not a VTAE population drawn in the 1967 Fall school term would reveal a different demographic pattern than a previous study conducted in the 1967 Spring term. The second phase (B) of the study was a questionnaire given to 'drop-out' students and the final or third phase (C) of the instrument was administered to those students who had persisted to course completion. Some individuals did not complete either the second or third instruments within the study and no statistical data has been developed for the five dropouts of the UW Extension system.

SURVEY FINDINGS

A. Survey results of part-time adult education program for students in the state Vocational, Technical and Adult Education (VTAE) system are as follows:

The median age for the surveyed enrollees in the part-time adult education (PTAE) program, as exhibited in Table I, was slightly in excess of 31 years with over 80 percent of the participants being 20 to 60 years of age. According to Tables II and III, approximately two-thirds of the surveyed students were married and a 3 to 2 ratio was evidenced between female and male enrollees. Over 50 percent of the surveyed respondents declared 'no' dependents and less than ten percent had five or more dependents (See Table IV). According to Table V, the three most frequently mentioned categories for present occupation were domestic, including housewife (29.5%), clerical & sales, (18.7%) and professional-technical-managerial (16.0%).

Table VI indicates that the median level of school year completed was 12 years, or high school graduation. However, in Table VI, only 11.3 percent of the PTAE students indicated an education level equal to or greater than four years of post high school, or the baccalaureate degree level.

According to Table VII, the median family income for those surveyed was approximately $6,500 with one-fourth of the enrollees indicating a family income of less than $4,000. Also, about 15 percent of the surveyed enrollees had a median family income of greater than $10,000. Table VIII shows that one of eight enrollees had their course fees paid by sources other than themselves, e.g., employer or government.

Table IX indicates that the primary reason for adult students enrolling in a course was 'to help me do my job better'. Also, the least meaningful reasons given for course enrollment were: (1) 'to help me get along better with others on job'; (2) 'to retrain or prepare for a different full-time job'; (3) 'to prepare for a second full-time job'; (4) 'to help become a better parent'; and (5) 'to prepare for further education', e.g., college or technical institute training.

A comparison was made between dropouts and students completing the VTAE courses by assessing responses to eight statements evaluating the course. Table X, chi-square (X^2) test results reveal that one-half, or four, of the questions give significant statistical difference at the five percent level, for replies of the completing students as compared to the dropouts. These four statements were: (1) 'class was interesting'; (2) 'course was relevant to individual desires'; (3) 'teacher knew subject'; and (4) 'the teacher assisted student when he needed it'. Statements pertaining to (1) 'class difficulty'; (2) 'assistance toward present job'; and (3) 'class size' indicated no difference in replies between the class drop-outs and those completing the course. The 'given chance for practical work' reason had a 'p' of .015 which indicates a very slight degree of relationship, or some significant difference, between the drop-out and continuing group.

According to Table XII, almost one-third of the dropouts indicated the reason for course discontinuance was attributed to 'work schedule conflict'. However, 'illness' was offered as a reason for discontinuing of course by 18 percent of the dropouts.

A high percent, or 96.5%, of the enrollees indicated that they had told others about the course (Table XIII). According to Table XIV, the completing student was most frequently informed (41.2%) of course availability through the newspaper medium. Additional sources that were highly informative about classes offered were: (1) 'other' student, (2) 'school catalog', and (3) 'employer'. Table XV indicates that only 5.5 percent of the adult participants, who completed a course, had considered dropping out. According to Table XVI, approximately one-third of the completing students made various comments about the course on the final instrument. No tabulation of comments was made due to the wide dispersion of meanings.

Table XVII indicates that course offerings were concentrated in the following four interest areas: (1) industrial; (2) general education; (3) business; and (4) home economics. However, Table XVIII shows the desirability for future course offerings both in the four previously mentioned fields and in the additional subject area of graphic & applied arts.

B. Comparative PTAE survey results of demographic data between the Vocational Technical and Adult Education System and The University of Wisconsin Extension System respondents. (Tables designated with letters V-E indicator)

A comparative study of demographic factors for part-time adult enrollees in the vocational and university extension systems reveal varied characteristics. The analyzed factors are age, marital status, sex, number of

dependents, educational background, income, and present occupation. The comparisons are made of adult students surveyed from the four community areas of Janesville, Madison, Racine, and Wausau. The analysis is performed by using a chi square test of distribution-consistency between the categorized populations of the vocational and extension systems. Also, the 'F' test was performed on the 'age' factor to determine if a significant difference existed between the average age level of the two distributions.

Table I V-E compared age level distributions of part-time adult vocational and extension system enrollees. The VTAE systems average age level was 34.1 years and the extension system revealed an average age level of 36.5 years. When applying the 't' test to the two systems, no significant differences existed between the average age of the extension and vocational enrollees. However, the 'X^2' test, when applied to the age factor, indicated a significant difference in frequency distribution. The age distribution for the UW Extension students was more concentrated about their average year level (36.5 yrs) than was the age distribution of vocational students, who exhibited a more even spread about their average year of 34.1 years.

The factor of marital status, as exhibited in Table II V-E, showed no significant difference at the five percent level between enrollees in the vocational and extension systems. The 'X^2' results, with two degrees of freedom, was 4.17, which yields a probability level of greater than ten percent. Also, Table III V-E indicates that a significant ten percent more females enrolled in the UW Extension program than participated in the vocational classes.

Both the VTAE and U.W. extension systems, as exhibited in Tables IV V-E, have '0' as the median number of dependents for classroom enrollees. Dichotomizing the dependents data into categories of '3 and less' and '4 or more' reveals a X^2 equivalency of 2.057 with one degree of freedom and a P of .10. Therefore, these two distributions for dependents are not significantly different at the five percent level.

Median level of educational attainment for the part-time adult vocational system student was 12 years (high school graduation), which is contrasted to the four-year post high school level (baccalaureate equivalency) for the U.W. Extension part-time enrollee. According to Table V V-E, a highly significant difference exists when comparing the distribution of education attainment for VTAE and U.W. Extension students. (X^2= 296.17, 8 d.f., $p < .001$) It appears that students having high school as their terminal education level tend to participate within the vocational framework, whereas those with college level training exhibit a proclivity toward the U.W. Extension system.

Table VI V-E indicates great disparity between enrollees of the two systems in their median income levels. The median income level for U.W. Extension system students was reported to be in excess of $10,000 and the vocational system's adult students had an approximate median income level of $6,225. The X^2 value for these distributions is 116.40 with three degrees of freedom and a $p < .001$, a high level of significant difference.

According to Table VII V-E, there is a significant difference between occupational classifications of enrollees in the VTAE and U.W. Extension systems. Enrollees in the part-time adult university extension system had

percentage breakdowns of 46.4%, 37.9%, and 7.2% of their students assigned to professional-technical-managerial, domestic (including housewife), and clerical & sales occupations, respectively. The VTAE system had a breakdown of 15.4%, 27.3%, and 20.8% of their students respectively in the aforementioned occupational classifications.

Table VIII V-E shows the extent of influence and why enrollees of the VTAE and U.W. Extension system participate in adult programs.

In Table IX V-E, the part-time adult students of the vocational and U.W. Extension systems indicate significant differences in seven of eleven evaluated reasons for enrolling in courses. However, the remaining four reasons were adjudged to be not significantly different. Enrolled vocational students were concerned with factors related to occupational jobs and home tasks, whereas the extension student placed an enrollment priority on becoming a better informed citizen and getting away from daily routines. No significant differences were realized between the two populations for (1) hobby preparation; (2) becoming a better parent; (3) preparation for further education; and (4) association with people in new activities.

According to Table X V-E, adult student enrollees who completed their vocational courses had a significantly greater percent of students informing others about the courses than did those who completed the U.W. Extension courses. However, according to Table XI V-E, there appears to be no significant difference as to whether or not the adult student completing either a vocational or extension course had considered withdrawing from a course prior to its completion. Table XII V-E indicates that there is no significant difference relative to course comments made by either population who completed the course.

Table XIII V-E indicates that approximately 45 percent of the VTAE part-time enrollees initially learned about their courses through the newspaper medium and that almost 38 percent of the U.W. Extension adult students were informed about their course through school catalogs. Secondarily, 27.1 percent of the vocational and 28.7 percent of the extension students learned about their courses through 'other'-students and newspaper media, respectively.

Table XIV V-E indicates that vocational system enrollees more frequently pay their own fees than do the extension system enrollees who have fee payments made by either their employer or the government. This may be attributed to higher enrollment charges for U.W. Extension courses.

Table XV V-E presents the results for both systems. Enrollees who completed courses were asked to evaluate eight questions relative to their courses and instructors. Table XVI V-E showed no significant difference in responses between the vocational and extension enrollees for the following inquiries: (1) 'Course give you what you wanted?', (2) 'Work too hard?', (3) 'Was class interesting?', and (4) 'Was class too large?'. However, a significant percent of 'no's' was registered by the U.W. Extension adult education populace in respect to the queries of (1) 'Teacher know subject?', (2) 'Teacher help you when you needed it?', (3) 'Course help you on job?' and (4) 'Chance for practical work?'. It appears that the vocational courses, when contrasted to the extension offerings, are more job or skill-oriented and the instructors have greater emphathy with the students.

Comparative Table XVII V-E indicates vocational students interest for desired future courses, by descending order, in the instructional interest areas of industrial, business, home economics, general education, and graphic & applied arts. The U. W. Extension system draws a heavy interest in courses in general education. Future course interest areas, as expressed by enrollees, parallel the courses presently offered in both systems.

C. Comparison of Spring 1967 VTAE Findings With 1967-68 Study

In the Spring 1967 vocational study, the primary reason for enrollment in PTAE courses was ''to fulfill a desire for general information and knowledge or to satisfy one's curiosity'' with 68.9 percent of the enrollees responding affirmatively to this reason as their basis for participation. The 1967-68 study revealed that over 57 percent of the enrollees were favorably influenced by the reasons ''to help me do my job better'', as the primary reason for VTAE participation. This rating was of secondary importance (44.1%) in the spring 1967 study. An interesting by-product of each study was that, on both questionnaires, the resultant primary reasons for course involvement by respondents had been placed in the first position for the enrollee's reaction.

The demographic elements of age, education level, marital status, median family income, and sex ratio for enrollees were relatively comparable between the two VTAE studies. This indicates that the socio-economic differences were slight and that the time of the year at which the survey was conducted was irrelevant toward demographic makeup of the student population. Also, enrollees in the part-time adult education programs for both the vocational and U.W. Extension systems indicated little or no significant differences (using 'X^2' test) in distribution patterns for the demographic factors of marital status, and number of dependents. However distribution differences appeared between enrollees in both systems

for the factors of age, sex, education background, income, and present occupation. The following table highlights the previously - mentioned findings as related to seven demographic factors in the 1967-68 Survey:

Factors:	VTAE Avg.	UW Ext. Avg.	"Distribution" Significance
(1) Age:	34.1 yr.	36.5 yrs.	Yes (X^2 = 48.2, 8 d.f., p<.001) No for average age 't' = 1.8 (not significant)
(2) Marital Status: Single Married Other	 24.9% 69.7% 5.4%	 18.3% 74.3% 7.4%	No (X^2 = 4.2, 2 d.f., p = .10)
(3) Sex: Male Female	 41.3% 58.7%	 31.4% 68.6%	Yes (X^2 = 7.8, 2.d.f., p = .02)
(4) Dependent	None 55%	None 54%	No (X^2 = 2.1, 1 d.f., p = .40)
(5) Yrs. Schooling	12 yrs.	H.S. + 4 yrs.	Yes (X^2 = 296.2, 8 d.f., p<.001)
(6) Med. Family Income	$6,225	Over $10,000	Yes (X^2 = 116.4, 3 d.f., p<.001)
(7) Present Occupation: White Collar Blue Collar Other	 36.2% 15.1% 48.7%	 53.6% .7% 45.7%	Yes (X^2 = 32.6, 2 d.f., p<.001)

CONCLUSIONS

1. The primary reasons for vocational participants to enroll in the PTAE program is "to perform better on the job''. In contrast, the least significant reason for enrollment was given as ''preparation for a second part-time job''.

2. U.W. Extension enrollees indicated that they enrolled ''to become a better informed citizen''. Also, their least concern was ''to prepare for a second part-time job''.

3. Almost 1/3 of the VTAE drop outs indicated a ''work schedule conflict'' as the reason for course discontinuation. ''Illness'' was given as the secondary reason by vocational participants for dropping out.

4. Significant differences prevailed, as shown by tests, between vocational and U. W. Extension persisters in (1) teacher's attitude toward pupil, (2) teacher's knowledge of subject, (3) class interest for student, (4) course meeting student's expectations, and (5) opportunity for practical work. Vocational system students expressed stronger favorable attitudes or feelings in all five areas than did the U.W. Extension participants.

5. Class interest, size, appropriateness and difficulty did not vary significantly, dependent upon the system (U.W. Extension or VTAE) being considered.

RECOMMENDATION

The results identify demographic findings of student population participating in part-time adult education programs in Wisconsin. Personnel responsible for developing course offerings should give consideration to these findings when planning part-time adult education programs. Also,

recognition should be given to student interests, and attitudes toward instructors and courses, when engaging in peripheral educational activities, e.g., curriculum development, student recruitment, instructor employment, and facility improvement. It would be advisable that the individual schools or districts compare their respective findings with the state-wide results. (School findings were submitted to them individually, along with an abbreviated report, or resume, of the study.)

Related Resources:

(1) Dickinson, Gary and Verner, Coolie, "Attendance Patterns and Dropouts in Adult Night School Classes." Journal of Adult Education, November 1, 1967, pp. 24-33.

(2) Verner, Coolie and Neylon, M.S., "Patterns of Attendance In Adult Night School Courses," Canadian Education and Research Digest, September 1, 1966, pp. 230-240.

(3) Booth, Allen, "A Demographic Consideration of Non-Participation," Journal of Adult Education, Summer, 1961, pp. 223-229.

APPENDIX

I. Instruments Used (Both VTAE & U.W. Extension systems)

a. Form A-3, administered to all enrollees.

b. Form B-2, administered to course drop outs.

c. Form C-2, administered to course persisters.

II. Tables

a. Student, and course data of part-time adult education (PTAE) findings in vocational system, (Table I-XVII, incl.)

b. Student and course data, comparing findings of adult students in the VTAE and UW Extension System. (Table I V-E to Table XVII V-E, incl.)

Form A-3

ADULT EDUCATION SURVEY
Board of Vocational, Technical and Adult Education

1. Name_____Age____Social Security #_____
   Last First Initial

2. Male____, Female____, No. of Dependents____, Single____, Married____,

   Other____

3. What is your present occupation? Please be specific. For Example:
   Salesman, farmer, plumber, mechanic, homemaker_____

4. Circle the highest grade or year of school completed.

Elementary					High School				Post High School						
4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7

5. Name of this course_____ Day____ Eve____

6. Length of course (No. of meetings)____, Hours per meeting____,
   No. of weeks____

7. Agency paying fees: Self____, Employer____, Government____

8. In which group did your taxable income fall last year? If you are married, state your family income. If you are in business for yourself or a farmer, state your net income. (Check one)
   Under $4,000____, $4,000-6,999____, $7,000-10,000____, Over $10,000____

Please check all statements below according to the extent each one influenced you to take this course

Table A	Much	Some	Little	Not at All
a. To help me do my job better				
b. To prepare for a hobby				
c. To help me get along better with others on the job				
d. To be a better informed citizen				
e. To retrain or prepare for a different full-time job				
f. To prepare for a second part-time job				
g. To help me become a better parent				
h. To help in carrying out tasks and duties around the home				
i. To prepare for further education (such as college or technical inst.)				
j. To associate with people in new activities				
k. To get away from daily routine				

WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION

SURVEY QUESTIONNAIRE
ADULT EDUCATION

Form B-2

1. Name_____ Age____ Social Security #_____
Last First Initial

2. Name of course_____

Please place an "x" in a box by each question according to your feelings about the course.

Table B

Question	Much	Some	Little	Not at All
1. Did the course give you what you wanted?				
2. Was the work too hard?				
3. Did the teacher know his subject?				
4. Did the teacher help you when you needed it?				
5. Will the course help you in your job?				
6. Was the class interesting?				
7. Was the class too large?				
8. Was there a chance for practical work?				

Listed below are statements that may describe your reasons for not attending the course. Check all of those items which apply to you. Add any other reasons not listed. Make any comments you wish after any item checked.

_____1. Work schedule conflicted

_____2. Illness

_____3. Moved

_____4. Transportation problems

_____5. Accomplished my purpose of attending without completing the course

_____6. Did not have proper background

_____7. Preferred another course

_____8. Other reasons (Please make additional comments on the reverse side of this page)

WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION

SURVEY QUESTIONNAIRE
ADULT EDUCATION

Form C-2

1. Name_____ Age____ Social Security#_____
   Last First Initial

2. Name of course_____

Please place an "x" in a box by each question according to your feelings about the course.

Table C

Question	Much	Some	Little	Not at All
1. Did the course give you what you wanted?				
2. Was the work too hard?				
3. Did the teacher know his subject?				
4. Did the teacher help you when you needed it?				
5. Will the course help you in your job?				
6. Was the class interesting?				
7. Was the class too large?				
8. Was there a chance for practical work?				

1. Did you tell anyone about your taking the course? Yes_____ No_____

2. How did you learn of this course? Teacher_____, Employer_____, Other Student_____, Newspaper_____, Employment Service_____, Radio/T.V._____, School Catalog_____, Other Schools_____, Name of School_____

3. Was there any time during the course when you thought you might drop out? Yes_____ No_____ Why_____

4. What courses would you like to see offered in the future?

Day Time	Evening
_____	_____
_____	_____
_____	_____

5. Suggestions and Comments_____

_____

_____

TABLE I

Table showing the number and percent of persons, by age, attending courses in the 1967-68 PTAE survey.

Age (years)	Number	Percent (%)
Less than 18	71	3.2
18-19	201	9.0
20-24	341	15.2
25-29	322	14.4
30-39	525	23.4
40-49	413	18.4
50-59	259	11.6
60-69	91	4.1
70 and over	15	.7
TOTALS	2,238	(100.0)

TABLE II

Table showing the number and percent of persons, by marital status, attending courses in the 1967-68 PTAE survey.

Marital Status	Number	Percent (%)
Single	577	26.9
Married	1,450	67.5
Other	121	5.6
TOTALS	2,148	100.0

TABLE III

Table showing the number and percent of persons, by sex, attending courses in the 1967-68 PTAE survey.

Sex	Number	Percent (%)
Male	933	41.8
Female	1,301	58.2
TOTALS	2,234	100.0

TABLE IV

Table showing the number and percent of persons, by number of dependents, attending courses in the 1967-68 PTAE survey.

Number of Dependents	Number	Percent (%)
None	1,229	54.9
1	243	10.9
2	191	8.5
3	221	9.9
4	160	7.1
5	97	4.3
6	49	2.2
7	22	1.0
8 or More	26	1.2
TOTALS	2,238	100.0

TABLE V

Table showing the number and percent of persons, by present occupation, attending courses in the 1967-68 PTAE survey.

Present Occupation	Number	Percent (%)
Unemployed	28	1.2
Prof.-Tech.-Mgrl.	358	16.0
Clerical & Sales	419	18.7
Services	120	5.4
Farm, Fish, Forestry & Related Occupations	35	1.6
Processing	31	1.4
Machine Trades	136	6.1
Bench Work	69	3.1
Structural Work	123	5.5
Student (F.T.)	123	5.5
Armed Forces	2	.1
Domestic (housewife)	661	29.5
Other	133	5.9
TOTALS	2,238	100.0

TABLE VI

Table showing the number and percent of persons, by highest year of school completed, attending courses in the 1967-68 PTAE survey.

Highest Year of School Completed	Number	Percent (%)
Less than 8	16	.7
8	133	6.0
9-11	303	13.7
12	1,112	50.2
H.S. & 1 yr. Post High School	173	7.8
H.S. & 2 yrs. Post High School	158	7.1
H.S. & 3 yrs. Post High School	72	3.2
H.S. & 4 yrs. Post High School	170	7.7
H.S. & 5 yrs., or more, Post High School	80	3.6
TOTALS	2,217	100.0

TABLE VII

Table showing the number and percent of persons, by annual family income, attending courses in the 1967-68 PTAE survey.

Income($)	Number	Percent (%)
Less than 4,000	399	24.6
4,000 - 6,999	492	30.3
7,000 - 10,000	473	29.2
Over 10,000	258	15.9
TOTALS	1,622	100.0

TABLE VIII

Table showing the number and percent of persons, by fee paying agent, attending courses in the 1967-68 PTAE survey.

Agent Paying Fees	Number	Percent (%)
Self	1,876	87.5
Employer	176	8.2
Government	92	4.3
TOTALS	2,144	100.0

TABLE IX

Table showing the extent of influence, expressed in percent, for various reasons that persons enrolled in the 1967-68 PTAE course survey. (N - indicates the number of students responding to each statement).

Reason or Statement	Extent of Influence (expressed in %)				
	Much	Some	Little	Not at All	N
1. To help me do my job better	38.0	19.0	7.3	35.7	1,982
2. To prepare for a hobby	23.4	17.6	11.4	47.6	1,951
3. To help me get along better with others on the job	10.9	16.2	13.1	59.8	1,833
4. To be a better informed citizen	24.2	25.2	13.2	37.4	1,887
5. To retrain or prepare for a <u>different</u> full-time job	22.5	9.1	8.0	60.4	1,862
6. To prepare for a second part-time job	6.9	9.7	8.3	75.1	1,828
7. To help me become a better parent	13.7	15.1	9.8	61.4	1,849
8. To help in carrying out tasks and duties around the home	18.9	17.9	10.2	53.0	1,897
9. To prepare for further education (such as college or technical institute)	15.8	11.1	8.7	64.4	1,826
10. To associate with people in new activities	21.6	27.8	16.3	34.3	1,909
11. To get away from daily routine	20.6	22.5	14.9	42.0	1,952

TABLE X

Table showing the degree of feeling toward courses, expressed in percent, by usage of evaluative questions asked of both the persister (P) and drop-out (D) students in the 1967-68 PTAE course survey. (N - indicates the number of students answering the questions).

Course - evaluative questions	Attendance Level	Degree of Feeling (expressed in %) Much	Same	Little	Not at All	N
1. Did the course give you what you wanted?	P	75.4	22.5	1.8	.3	1,539
	D	57.0	30.1	8.1	4.8	272
2. Was the work too hard?	P	1.2	10.9	15.3	72.6	1,524
	D	1.9	13.4	17.5	67.2	268
3. Did the teacher know his subject?	P	97.0	2.9	--	.1	1,536
	D	83.2	12.8	2.2	1.8	273
4. Did the teacher help you when you needed it?	P	91.1	8.4	.5	--	1,535
	D	74.4	17.5	6.2	1.9	258
5. Will the course help you in your job?	P	36.2	27.8	9.5	26.5	1,401
	D	29.2	31.6	14.0	25.2	250
6. Was the class interesting?	P	84.7	13.7	1.2	.4	1,539
	D	60.0	24.4	9.4	6.2	275
7. Was the class too large?	P	3.4	6.3	7.2	83.1	1,536
	D	6.7	4.8	7.5	81.0	268
8. Was there chance for practical work?	P	55.0	31.1	7.4	6.5	1,424
	D	47.8	32.2	14.0	6.0	263

TABLE XI

Table showing results of significance tests of responses of persisters and drop out students to evaluative questions in the 1967-68 PTAE survey, using the X^2 test of dichotomized response categories.[a]

Evaluative Questions	Results obtained by the X^2 measure between persisters and dropouts.[b]		
	X^2	d.f.	ρ
1. Did the course give you what you wanted?	76.467	1	$<.001$
2. Was the work too hard?	2.365	1	.10
3. Did the teacher know his subject?	48.693	1	$<.001$
4. Did the teacher help you when you needed it?	215.263	1	$<.001$
5. Will the class help you in your job?	1.858	1	.15
6. Was the class interesting?	132.500	1	$<.001$
7. Was the class too large?	.775	1	.40
8. Was there chance for practical work?	5.623	1	.015

[a]Responses "much" and "some" were compared against replies of "little" and "not at all" for each question.

[b] X^2 = Results of X^2 test; d.f. = degrees of freedom; and ρ = probability that there is no significant difference between student persisters and dropouts for responses toward course evaluative questions.

TABLE XII

Table showing reasons for not attending the courses as given by dropouts of the 1967-68 PTAE courses surveyed.

Reason for Discontinuing	Frequency	Percent (%)
1. Work schedule conflict	103	30.7
2. Illness	61	18.2
3. Moved	10	3.0
4. Transportation problem	5	1.5
5. Accomplish before completed	28	8.3
6. Improper background	18	5.4
7. Preferred another course	15	4.5
8. Other reasons	95	28.4
TOTALS	335*	100.0

*Number of dropouts in PTAE program is 303. However, several respondents offered more than one reason for discontinuing their course.

TABLE XIII

Table showing whether or not persons completing the 1967-68 PTAE courses surveyed told others about their course.

Did you tell anyone about taking the course?	Number	Percent (%)
Yes	1,485	96.5
No	54	3.5
TOTALS	1,539	100.0

TABLE XIV

Table showing how the persons completing the 1967-68 PTAE surveyed courses learned of the course.

How did you learn of the course?	Number	Percent (%)
Teacher	125	8.4
Employer	166	11.2
Other student	295	19.8
Newspaper	614	41.2
Employment Service	12	.8
Radio/TV	5	.3
School catalog	221	14.8
Other - school	52	3.5
TOTALS	1,490	100.0

TABLE XV

Table showing whether or not persons completing the 1967-68 PTAE courses surveyed had contemplated dropping out of the course during its duration.

Was there a time when you thought you might drop out?	Number	Percent (%)
Yes	83	5.5
No	1,419	94.5
TOTALS	1,502	100.0

TABLE XVI

Table showing if persons completing the 1967-68 surveyed course made any comments about the course.

Any comments	Frequency	Percent (%)
Yes	608	35.6
No	1,098	64.4
TOTALS	1,706	100.0

TABLE XVII

Table showing 1967-68 PTAE surveyed courses, day and evening, according to instructional divisions.

Instructional Course Areas	Number	Percent (%)
Agricultural	-	-
Business	23	19.2
Graphic & Applied Arts	6	5.0
Home Economics	22	18.3
Industrial	39	32.5
Service & Health Occupations	-	-
Technical	1	.8
Television	-	-
General Education	29	24.2

TABLE XVIII

Table showing future courses desired, by instruction divisions, of those completing the day/evening offerings in the 1967-68 PTAE surveyed courses.

Future Day/Evening
Instructional Courses

Areas	Number	Percent (%)
Agriculture	-	-
Business	152	21.0
Graphic & Applied Arts	73	10.1
Home Economics	130	18.0
Industrial	240	33.1
Science & Health Occupations	21	2.9
Technical	3	.4
Television	-	-
General Education	105	14.5
TOTALS	724	100.0

TABLE I V-E

Comparative tables for geographically-like serviced areas, [1] between the VTAE and U.W. Extension systems showing the number and percent of persons, by age, attending courses in the 1967- 68 survey.

	VTAE		UW - Extension	
Age (years)	Number	Percent(%)	Number	Percent(%)
Less than 18	37	2.8	--	--
18-19	109	8.2	1	.7
20-24	190	14.4	23	15.0
25-29	198	15.0	22	14.4
30-39	308	23.3	47	30.7
40-49	248	18.8	30	19.6
50-59	174	13.2	14	9.2
60-69	50	3.8	10	6.5
70 & over	7	.5	6	3.9
TOTALS	1321	100.0	153	100.0

[1] Geographically-like serviced areas for comparable tables in the communities of Madison, Janesville, Racine and Wausau.

TABLE II V-E

Comparative tables for geographically-like serviced areas, between the VTAE and U.W. Extension systems showing the number and percent of persons, by marital status, attending courses in the 1967-68 survey.

	VTAE		U.W. Extension	
Marital Status	Number	Percent (%)	Number	Percent (%)
Single	314	24.9	27	10.3
Married	878	69.7	110	74.3
Other	68	5.4	11	7.4
TOTALS	1,260	100.0	148	100.0

TABLE III V-E

Comparative tables for geographically-like serviced areas, between the VTAE and U.W. Extension systems showing the number and percent of persons, by sex, attending courses in the 1967-68 survey.

	VTAE		U.W. Extension	
Sex	Number	Percent (%)	Number	Percent (%)
Male	544	41.3	48	31.4
Female	774	58.7	105	68.6
TOTALS	1,318	100.0	153	100.0

TABLE IV V-E

Comparative tables for geographically-like serviced areas, between the VTAE and U.W. Extension systems showing the number and percent of persons, by number of dependents attending courses in the 1967-68 survey.

Number of Dependents	VTAE		U.W. Extension	
	Number	Percent (%)	Number	Percent (%)
None	730	55.3	83	54.2
1	158	12.0	11	7.2
2	109	8.2	14	9.1
3	133	10.1	16	10.4
4	84	6.3	20	13.1
5	59	4.5	3	2.0
6	24	1.8	5	3.3
7	12	.9	1	.7
8 or more	12	.9	---	---
TOTALS	1,321	100.0	153	100.0

TABLE V V-E

Comparative tables for geographically-like serviced areas, between the VTAE and U.W. Extension systems showing the number and percent of persons, by highest year of school completed, attending courses in the 1967-68 survey.

Highest Year of School Completed	VTAE Number	VTAE Percent(%)	U.W. Extension Number	U.W. Extension Percent(%)
Less than 8	8	.6	--	--
8	86	6.6	--	--
9 - 11	177	13.5	--	--
12	673	51.3	22	14.7
H.S. & 1 Yr. Post High School	93	7.1	4	2.7
H.S. & 2 Yrs. Post High School	98	7.5	19	12.7
H.S. & 3 Yrs. Post High School	36	2.7	14	9.3
H.S. & 4 Yrs. Post High School	97	7.4	65	43.3
H.S. & 5 Yrs., or more, Post High School	44	3.3	26	17.3
TOTALS	1312	100.0	150	100.0

TABLE VI V-E

Comparative tables for geographically-like serviced areas, between the VTAE and U.W. Extension systems showing the number and percent of persons, by annual family income, attending courses in the 1967-68 survey.

Income ($)	VTAE Number	VTAE Percent(%)	UW Extension Number	UW Extension Percent(%)
Less than 4,000	217	24.2	15	11.4
4,000 - 6,999	309	34.5	21	16.0
7,000 - 10,000	245	27.3	23	17.6
Over 10,000	126	14.0	72	55.0
TOTALS	897	100.0	131	100.0

TABLE VII V-E

Comparative tables for geographically-like serviced areas, between the VTAE and U.W. Extension systems showing the number and percent of persons, by present occupation, attending courses in the 1967-68 survey.

Present Occupation	VTAE		UW Extension	
	Number	Percent(%)	Number	Percent(%)
Unemployed	19	1.4	--	--
Prof. - tech. - mgrl.	205	15.4	71	46.4
Clerical & Sales	277	20.8	11	7.2
Services	92	6.9	2	1.3
Farm, Fish, Forestry & Related Occupations	34	2.5	2	1.3
Processing	30	2.3	--	--
Machine Trades	58	4.3	1	.7
Benchwork	42	3.1	--	--
Struct. Work	72	5.4	--	--
Student (F.T.)	55	4.1	6	3.9
Armed Forces	2	.2	--	--
Domestic (Housewife)	364	27.3	58	37.9
Other	84	6.3	2	1.3
TOTALS	1334	100.0	153	100.0

TABLE VIII V-E

Comparative table of geographically-like serviced areas, between the VTAE (V) and U.W. Extension (E) systems showing the extent of influence experienced, in percent, for various reasons that persons enrolled in the 1967-68 courses surveyed. (N - No. of students responding to each statement).

Reason or Statement	(System)	Much	Some	Little	Not at All	N.
1. To help me do my job better	(V)	40.4	17.0	6.3	36.3	1191
	(E)	20.0	14.2	9.2	56.6	120
2. To prepare for a hobby	(V)	23.5	19.0	10.7	46.8	1183
	(E)	21.8	20.1	8.9	49.2	124
3. To help me get along better with others on the job	(V)	11.0	15.9	12.5	60.6	1104
	(E)	3.6	7.1	17.0	72.3	112
4. To be a better informed citizen	(V)	25.4	23.9	12.2	38.5	1136
	(E)	50.7	17.4	12.3	19.6	138
5. To retrain or prepare for a <u>different</u> full-time job	(V)	22.4	9.3	7.8	60.5	1135
	(E)	5.3	4.4	7.9	82.4	114
6. To prepare for a second part-time job	(V)	7.4	10.5	7.7	74.4	1110
	(E)	.9	2.7	5.3	91.1	112
7. To help me become a better parent	(V)	12.2	15.1	9.8	62.9	1115
	(E)	15.0	18.3	15.8	50.9	120
8. To help in carrying out tasks & duties around the house	(V)	17.9	18.2	9.8	54.1	1142
	(E)	1.8	6.3	11.7	80.2	111
9. To prepare for further education (such as College or Technical Institute)	(V)	16.3	9.7	6.9	67.1	1107
	(E)	5.3	12.4	15.0	67.3	113
10. To associate with people in new activities	(V)	22.1	26.9	15.1	35.9	1150
	(E)	19.5	30.1	18.7	31.7	123
11. To get away from daily routines	(V)	20.1	21.2	13.7	45.0	1160
	(E)	31.7	23.8	18.3	26.2	126

TABLE IX V-E

Table showing significance test results of responses between the students in the geographically-like serviced areas of VTAE and U.W. Extension system to reasons that persons enrolled in the 1967-68 courses surveyed by usage of X^2 dichotomized response categories. A/

Reason for Enrolling	Results obtained by the X^2 measure between 'Vocational' and 'Extension' students. B/ X^2	d.f.	P.
1. To help me do my job better.	23.16	1	.001
2. To prepare for a hobby.	.036	1	.98
3. To help me get along better with others on the job.	13.92	1	.001
4. To be a better informed citizen.	17.22	1	.001
5. To retrain or prepare for a better full-time job.	22.92	1	.001
6. To prepare for a second part-time job.	15.72	1	.001
7. To help me be a better parent.	2.05	1	.15
8. To help in carrying out tasks & duties around home.	34.85	1	.001
9. To prepare for further education (such as College or Technical Institute)	3.35	1	.05
10. To associate with people in new activities.	.037	1	.98
11. To get away from daily routines.	9.21	1	.001

a. Responses 'much' and 'some' were compared against replies of 'little' and 'not at all' for each question.

b. X^2 = Results of X^2 test; d.f. = degrees of freedom and P = Probability that there is no significant difference between students in the Vocational and U.W. Extension systems.

TABLE X V-E

Comparative tables for geographically-like serviced areas, between the VTAE and U.W. Extension systems showing the number and percent of persons completing the course, by whether or not they told anyone about taking the course, in the 1967-68 survey.

Tell Anyone About Taking Course	VTAE		U.W. Extension	
	Number	Percent(%)	Number	Percent(%)
Yes	958	96.6	56	81.2
No	34	3.4	13	18.8
TOTALS	992	100.0	69	100.0

TABLE XI V-E

Comparative tables for geographically-like serviced areas between the VTAE and U.W. Extension system showing by number and percent, if completing students had contemplated dropping out of the surveyed course.

Did You Contemplate Dropping The Course	VTAE		U.W. Extension	
	Number	Percent(%)	Number	Percent(%)
Yes	37	3.9	6	6.8
No	919	96.1	82	93.2
TOTALS	956	100.0	88	100.0

TABLE XII V-E

Comparative tables for geographically-like serviced areas between the VTAE and U.W. Extension system showing by number and percent 'any comments' given by completing students in the 1967-68 surveyed courses.

	VTAE		U.W. Extension	
Any Comments On Course	Number	Percent(%)	Number	Percent(%)
Yes	373	37.1	38	36.5
No	632	62.9	66	63.5
TOTALS	1005	100.0	104	100.0

TABLE XIII V-E

Comparative tables for geographically-like serviced areas, between the VTAE and U.W. Extension systems showing how the completing student, by number and percent, learned of courses in the 1967-68 survey.

	VTAE		U.W. Extension	
How Did You Learn Of Course	Number	Percent(%)	Number	Percent(%)
Teacher	95	9.9	4	4.6
Employer	106	11.0	6	6.9
Other Student	194	20.1	9	10.4
Newspaper	429	44.5	25	28.7
Employment Service	4	.4		
Radio/TV	5	.5		
School Catalog	91	9.4	33	37.9
Other School	40	4.2	10	11.5
TOTALS	964	100.0	87	100.0

TABLE XIV V-E

Comparative tables for geographically-like serviced areas, between the VTAE and U.W. Extension systems showing the number and percent of persons by fee paying agent, attending courses in the 1967-68 survey.

	VTAE		U.W. Extension	
Agent Paying Fees	Number	Percent (%)	Number	Percent (%)
Self	1,118	87.8	120	78.4
Employer	126	9.9	27	17.7
Government	30	2.3	6	3.9
TOTALS	1,274	100.0	153	100.0

TABLE XV V-E

Comparative table of geographically-like serviced areas, between VTAE(V) and U.W. Extension(E) system participants concerning feeling about the course, expressed in percent, by those completing the 1967-68 surveyed courses (N - No. of students responding to each statement).

Question Asked:	System	Much	Some	Little	Not at All	Number
1. Course give you what you wanted?	(V)	75.4	22.5	1.8	.3	1539
	(E)	59.8	37.4	1.4	1.4	147
2. Work too hard?	(V)	1.1	10.9	15.4	72.6	1524
	(E)	1.9	3.9	8.6	85.6	104
3. Teacher knew subject?	(V)	97.0	2.9	-	.1	1536
	(E)	91.2	7.0	-	1.8	113
4. Teacher helped you when you needed it?	(V)	91.1	8.4	.5	-	1535
	(E)	65.1	25.3	2.4	7.2	83
5. Course helps you on job?	(V)	36.3	27.7	9.6	26.4	1403
	(E)	12.8	23.4	16.0	47.8	94
6. Was class interesting?	(V)	84.6	13.7	1.2	.5	1540
	(E)	81.5	17.8	.7	-	146
7. Was class too large?	(V)	3.4	6.3	7.2	83.1	1536
	(E)	2.9	6.9	10.8	79.4	102
8. Chance for practical work?	(V)	55.1	31.1	7.4	6.4	1427
	(E)	27.3	23.4	10.4	38.9	77

TABLE XVI V-E

Table showing X^2 significance test results of dichotomized responses[A] between students in geographically-like serviced areas[B] in VTAE and U.W. Extension systems to questions concerning feeling about the course of persons completing the 1967-68 surveyed courses.

Question Asked	X^2	D.F.	P
1. Course gave you what you wanted?	1.11	1	.20
2. Work too hard?	.20	1	.50
3. Teacher knows subject?	21.60	1	<.001
4. Teacher helped you when you needed it?	15.24	1	<.001
5. Course helped you on job?	33.25	1	<.001
6. Was class interesting?	1.08	1	.90
7. Was class too large?	1.41	1	.20
8. Chance for practical work?	35.48	1	<.001

A. Responses 'much' and 'some' were compared against replies of 'little' or 'not at all' for each question. X^2 = results of X^2 test; d.f. = degrees of freedom and p = probability that there is no significant difference between students in the vocational and U.W. Extension systems.

B. Geographically-like serviced areas for comparable tables in the communities of Madison, Janesville, and Wausau (No completed forms submitted for Racine extensions).

TABLE XVII V-E

Comparative tables between the VTAE and U.W. Extension System showing desired future courses, by instructional division, in the 1967-68 PTAE courses surveyed.

	VTAE		U.W. Extension	
Instructional Divisions	Number	Percent (%)	Number	Percent (%)
Agriculture	---	---	---	---
Business	152	21.0	---	---
Graphic and Applied Arts	73	10.1	9	6.0
Home Economics	130	18.0	1	.6
Industrial	240	33.1	---	---
Science and Health Occupations	21	2.9	5	3.3
Technical	3	.4	---	---
Television	---	---	---	---
General Education	105	14.5	136	90.1
TOTALS	724	100.0	151	100.0